



Centre for  
Canadian Language  
Benchmarks

Centre des niveaux de  
compétence linguistique  
canadiens

## Professional Learning Session

For the Love of Literacy  
Virtual conference  
January 27, 2024

# Identifying Learners' ESL Literacy Needs

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# Land Acknowledgement



Ottawa is built on un-ceded, Anishinabe Algonquin territory.

The peoples of the Anishinabe Algonquin Nation have lived on this territory for millennia. Their culture and presence have nurtured and continue to nurture this land.

# Learning Intents

- Identifying types of ESL Literacy learners
- Using various sections of the ESL for ALL document to help identify literacy needs
- Considering classroom activities to support ESL Literacy learners and address needs

# POLL

1) How would you rate your familiarity with the ESL for ALL document?

- Very familiar
- Somewhat familiar
- It's new to me!

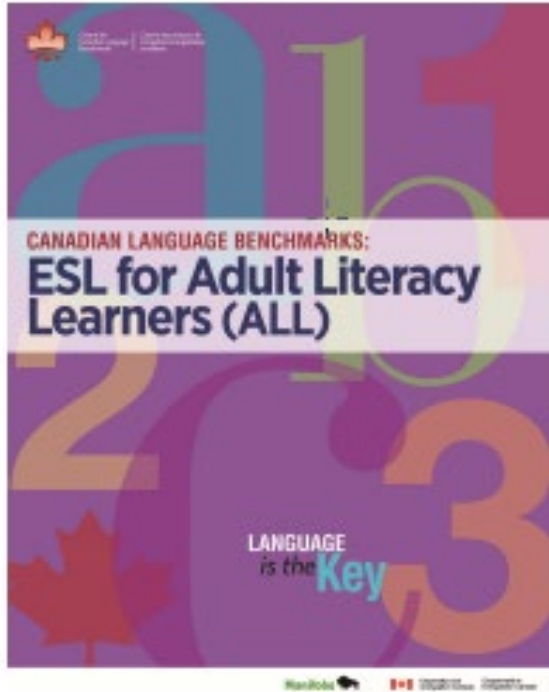
2) Are you familiar with the Continuum of Literacy Skills?

- Yes
- No

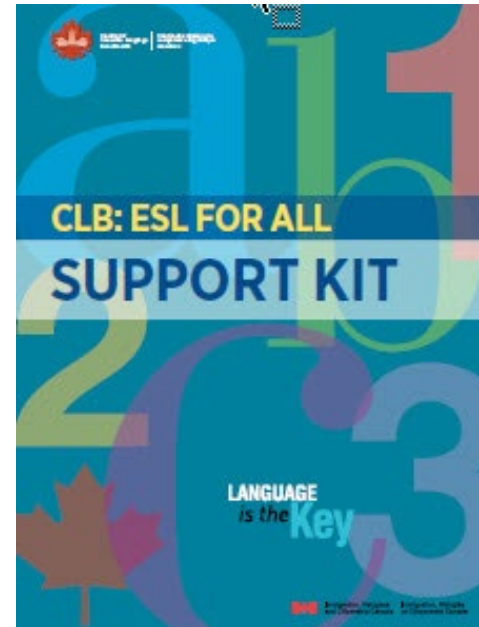
3) How long have you been teaching literacy?

- Several years
- Less than a year
- New to literacy

# Literacy Resources



Information on the literacy skills, strategies and supports learners will need in order to achieve the CLB outcomes



Suggestions and strategies for using the ESL for ALL document to identify literacy needs

# Adult ESL Literacy Learners

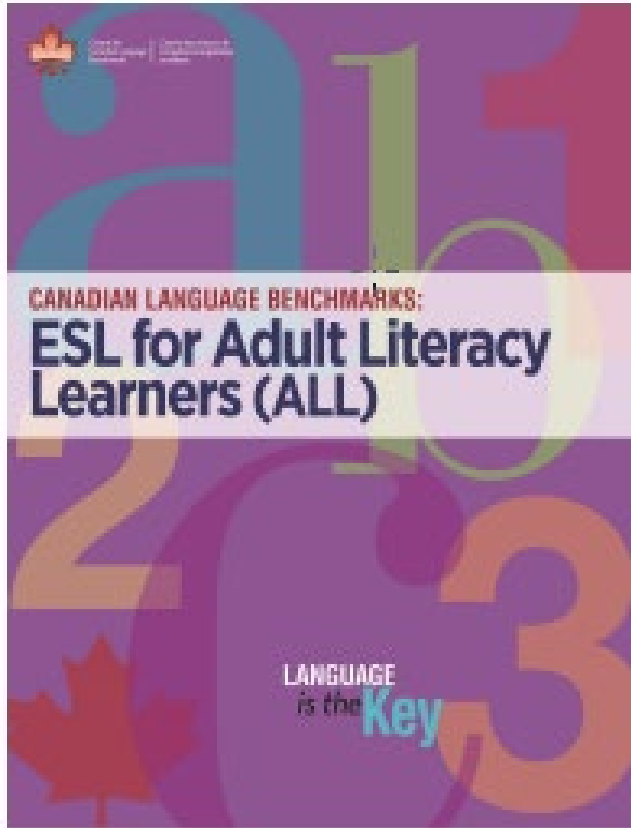
Pre-literate	These learners come from oral cultures where the spoken languages do not have current written forms or where print is not regularly encountered in daily life. They may not understand that print conveys meaning or realize how important reading and writing are in Canadian society.
Non-literate	These learners do not read or write in any language, even though they live in literate societies.
Semi-literate	These learners have some basic reading and writing skills, but are not yet functionally literate.

# Types of Supports

1. Literacy skills, strategies and knowledge learners will need to successfully complete specific language tasks
2. Additional supports students need that will facilitate their ESL Literacy development (oral communication, learning strategies, numeracy and digital literacy skills, sociolinguistic or cultural awareness)



# CLB: ESL for ALL



## Continuum: Reading Skill Development

**Developing Visual/Perceptual Skills**  
 Visual perceptual skills are skills that help readers process what they see in order to assign meaning to it. These skills develop slowly in relation to textual elements. ESL Literacy learners may need explicit guidance to learn to track text from top to bottom and left to right, to locate specific features of text (including pictures and graphic elements), to discriminate specific features of text, and to acquire the following skills, abilities, and strategies.

Emerging	Building	Expanding
<b>Uses photograph and picture discrimination</b> <ul style="list-style-type: none"> <li>Locates specific concrete objects in familiar photographs and pictures (e.g., a pencil amongst a set of school supplies in a classroom photograph).</li> <li>Locates specific features in familiar photographs and realistic drawings (e.g., an eye colour in a face picture).</li> </ul>	<ul style="list-style-type: none"> <li>Locates specific features and conventions in familiar line drawings (e.g., a speech bubble in a picture story).</li> <li>Locates specific features and conventions in familiar line drawings, clipart or simplified diagrams (e.g., a sofa in an instruction-made in a simplified floor plan).</li> <li>Begins differentiating similar illustrations (e.g., thought bubbles from speech bubbles).</li> </ul>	<ul style="list-style-type: none"> <li>Locates specific features and conventions in unfamiliar stylized drawings, clipart, or simple diagrams (e.g., a staircase in a building floor plan).</li> <li>Begins differentiating aesthetic from communicative features of illustrations (e.g., a face coloured for aesthetics vs a face coloured to show emotion).</li> </ul>
<b>Uses text discrimination</b> <ul style="list-style-type: none"> <li>Recognizes all letters of the alphabet in upper case.</li> <li>Recognizes most letters of the alphabet in lower case form, with some confusion of similar letters (e.g., b and d; m and n).</li> <li>Matches letters and a few sight words typed in a single sans-serif font with instructor or learner-printed counterparts.</li> <li>Matches or circles the same letters and familiar names in different sizes or colours.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiates more consistently between similar lower case letters (e.g., b and d; p and q).</li> <li>Differentiates regular, tall, and hanging letters.</li> <li>Matches the same letter or sight word to its counterpart in different sans serif or hand printed forms.</li> <li>Begins to discriminate between similar sight words based on overall word shape (e.g., bad versus pad).</li> <li>Begins to differentiate how text is presented (e.g., different sizes and colours, underlined text).</li> </ul>	<ul style="list-style-type: none"> <li>Differentiates easily and immediately between similar lower case letters.</li> <li>Recognizes the same text in different sans serif and serif block letter fonts.</li> <li>Differentiates text based on a small number of font enhancements (e.g., shading or bolding) block letter fonts.</li> <li>Uses regular-sized word spaces to differentiate words in a sentence.</li> <li>Uses line spaces to discriminate sentence breaks.</li> <li>Begins to identify periods.</li> </ul>
	<ul style="list-style-type: none"> <li>Recognizes the text in a variety of sans serif and serif fonts.</li> <li>Discriminates between periods and questions marks.</li> <li>Begins to discriminate between periods and commas.</li> <li>Differentiates text based on a number of font style changes (e.g., bolding, underlining, shading).</li> <li>Identifies periods and spaces between sentence discriminating wrap-around.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to discriminate letters and to recognize sight words in various stylized and some cursive fonts.</li> <li>Differentiates text based on a wide variety of font style changes (e.g., bolding, underlining, italicization).</li> <li>Differentiates regular text and italicized text within prose.</li> </ul>



## Approaches and Supports

### An Approximate Progression of Skills and Strategies

The following table suggests a progression of skills, knowledge, and strategy development that is appropriate to ESL Literacy instruction and offers ideas on how to integrate them into planning and informative assessment. These skill and strategy descriptors do not relate to any particular level of literacy or language ability, but are progression points that can help in setting learning targets and observing learner progress.

The learning strategies presented in the table are organized across three columns, which represent an approximate progression in a very general way:

- Emerging:** A skill is just beginning to surface
- Building:** A skill is beginning to provide a foundation for authentic communication
- Expanding:** A skill is becoming part of a learner's day-to-day negotiation of meaningful tasks

The end of the continuum (expanding) recognizes that learners are still developing learning skills and strategies, but are able to apply common learning strategies relevant to Canadian Language Benchmarks Stage I level of proficiency.

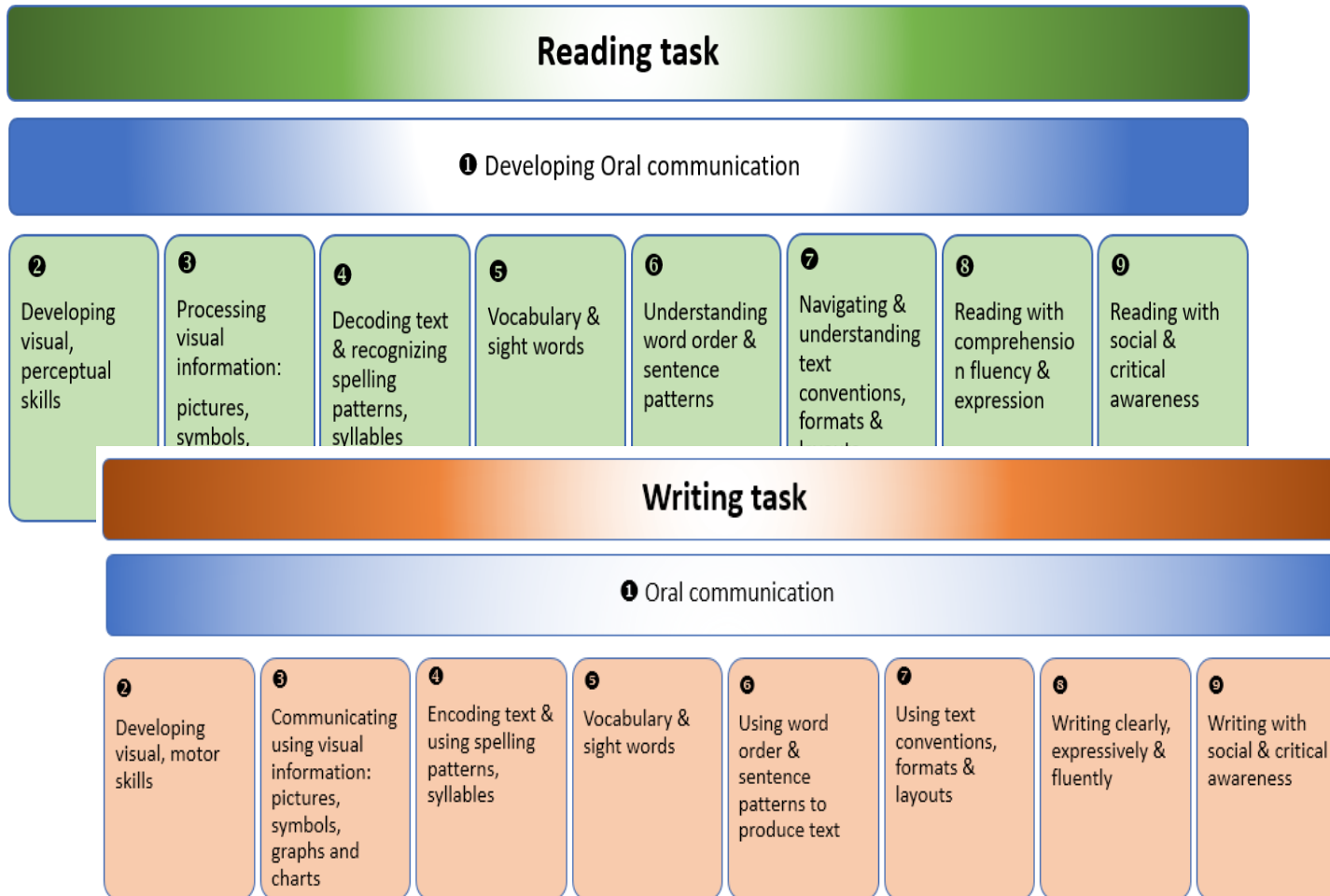
Emerging	Building	Expanding
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- | Managing Learning   | Learning Strategies   |
|---|---|
| <ul style="list-style-type: none"> <li>Begins to form and pursue meaningful learning goals.</li> <li>Brings learning materials, such as notebook, writing tools, glasses to class.</li> <li>Works at home in constructive ways, such as rereading papers from school, copying or learning to spell new words.</li> <li>Manages information (e.g., organizing learning materials, keeping track of important documents and information,</li> </ul> | <ul style="list-style-type: none"> <li>Starts to engage in more conceptual management and metacognitive understandings, but closely related to a tangible support.</li> <li>Prepares and asks questions.</li> <li>Manages time (e.g., reading a schedule, using a calendar, planning ahead for appointments and school holidays).</li> <li>Manages information (e.g., recognizing the significance of personal documents or passwords and then keeping track of them).</li> </ul> |

- Applies learning
- Sets and r term goals
- Manages time for clas task in order
- Manages info organizing pa evaluating pa which ones a
- Knows how t variety of m



# The Continuum of ESL Literacy Skills



**Continuum: Reading Skills Development**

**6 Vocabulary and Sight Word Development**

Instructors may need to offer learners explicit guidance to help ESL Literacy learners acquire the following skills, abilities, and strategies:

Emerging	→	Building	→	Expanding				
<i>Recognizes common words</i>								
<ul style="list-style-type: none"> <li>Recognizes letters and a few common names and words in familiar written communications, by matching component letters, word shapes, and word lengths.</li> <li>Comprehension is aided by needs or by active physical response, as well as by location of word.</li> </ul>	→	<ul style="list-style-type: none"> <li>Recognizes a small bank of sight words and common textual symbols, such as \$ on a simple pay stub.</li> <li>Identifies a small number of rote phrases (e.g., my name is, I am from, I live in).</li> </ul>	→	<ul style="list-style-type: none"> <li>Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics.</li> <li>Recognizes sight words and common symbols used to convey negative meaning.</li> </ul>	→	<ul style="list-style-type: none"> <li>Recognizes a larger bank of sight words /high frequency words (and rote phrases related to everyday, familiar, personally relevant topics).</li> </ul>	→	<ul style="list-style-type: none"> <li>Recognizes most high frequency sight words, function words and rote phrases when seen in a different context.</li> </ul>
<i>Develops a sight word bank</i>								
<ul style="list-style-type: none"> <li>Develops a small bank of sight words (e.g., own name, and familiar words such as name, address, push, pull, exit).</li> </ul>	→	<ul style="list-style-type: none"> <li>Develops a bank of sight words by reading aloud.</li> <li>Uses basic sets of oral vocabulary (sight words) in conjunction with photographs and pictures.</li> </ul>	→	<ul style="list-style-type: none"> <li>Develops a broader range of sight words based on concrete, familiar, personally relevant experiences.</li> </ul>	→	<ul style="list-style-type: none"> <li>Develops a bank of sight words by reading aloud.</li> </ul>	→	<ul style="list-style-type: none"> <li>Develops a bank of sight words by reading aloud.</li> </ul>
<i>Uses a picture dictionary</i>								
<ul style="list-style-type: none"> <li>Uses a picture dictionary to find words.</li> </ul>	→	<ul style="list-style-type: none"> <li>Recognizes words in a picture dictionary.</li> </ul>	→	<ul style="list-style-type: none"> <li>Uses picture dictionary to find words.</li> </ul>	→	<ul style="list-style-type: none"> <li>Recognizes words in a picture dictionary.</li> </ul>	→	<ul style="list-style-type: none"> <li>Uses picture dictionary to find words.</li> </ul>



## Overview of Continuum Strands for Reading Skills Development

- 1 **Oral Communication to Support Reading and Writing**
  - Expresses and shares personal knowledge in relation to specific topics and activities
  - Acquires, develops, and expands oral vocabulary to support reading and writing
  - Makes a connection between common spoken phrases and print
- 2 **Developing Visual/Perceptual Skills**
  - Uses photograph and picture discrimination
  - Uses text discrimination
- 3 **Processing Visual Information (pictures, symbols, graphs, and charts)**
  - Uses personally relevant photos and pictures
  - Recognizes symbols, signs, and colour coding
- 4 **Decoding Text and Recognizing Spelling Patterns Syllables**
  - Recognizes syllables
  - Uses onset-rimes
  - Uses individual sound-symbol correspondence
  - Recognizes spelling conventions
  - Uses inflections, prefixes, and suffixes
- 5 **Developing Vocabulary and Sight Words**
  - Recognizes common words
  - Develops a sight word bank
  - Uses a picture dictionary
- 6 **Understanding Word Order and Sentence Patterns**
  - Uses knowledge of oral language to recognize word breaks, spacing, capitalization, and punctuation
  - Recognizes and comprehends modals and auxiliary verbs
  - Uses knowledge of parts of speech and word order to comprehend sentences
  - Demonstrates understanding of meaning
  - Uses knowledge of connecting words and clauses to understand longer and more complicated sentences
- 7 **Navigating and Understanding Text Conventions, Formats, and Layouts**
  - Recognizes formats and layouts
  - Recognizes organizational elements (e.g., tables, charts)
  - Recognizes placement and design elements (e.g., envelopes, identification cards)
  - Uses elements to guide the reader through the text (e.g., titles, page numbers)
- 8 **Reading with Comprehension, Fluency and Expression**
  - Demonstrates print awareness
  - Activates background knowledge
  - Uses and selects reading strategies
  - Focuses on meaning of what is being read/recognizes that print carries meaning
  - Reads accurately and with speed
- 9 **Reading with Social and Critical Awareness**
  - Recognizes the purpose and intentions of various texts
  - Identifies how the text is designed to direct a response
  - Questions the intentions and evaluates response options



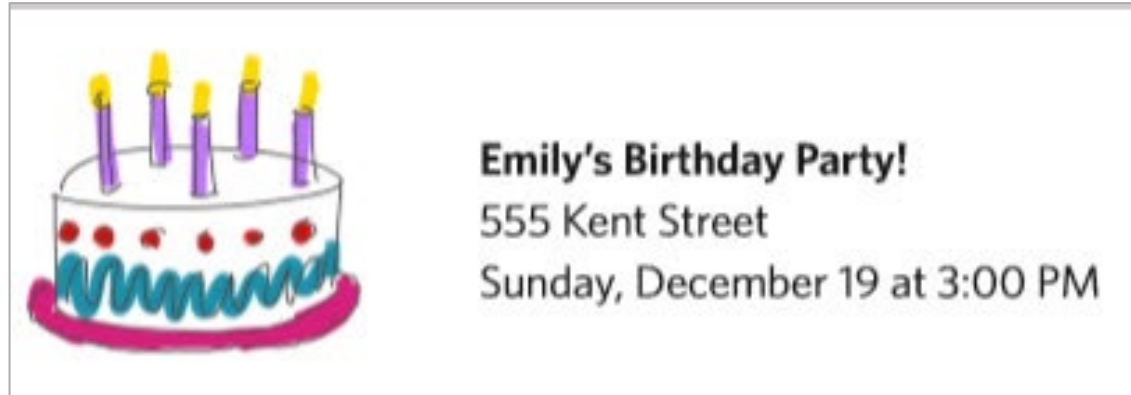
## Continuum: Reading Skills Development

### 5 Vocabulary and Sight Word Development

Instructors may need to offer learners explicit guidance to help ESL literacy learners acquire the following skills, abilities, and strategies:

Emerging	→	Building	→	Expanding
<i>Recognizes common words</i>				
<ul style="list-style-type: none"> <li>• Recognizes letters and a few common names and words in familiar written communications, by matching component letters, word shapes, and word lengths.</li> <li>• Comprehension is aided by visuals or by active physical response, as well as by location of word.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes a small bank of sight words and common lexical symbols, such as \$ on a simple pay stub</li> <li>• Identifies a small number of rote phrases (e.g., my name is, I am from, I live in)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics</li> <li>• Recognizes sight words and common symbols used to convey negative meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes a larger bank of sight words /high frequency words (and rote phrases related to everyday, familiar, personally relevant topics).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes most high frequency sight words, function words and rote phrases when seen in a different context</li> </ul>
<i>Develops a sight word bank</i>				
<ul style="list-style-type: none"> <li>• Develops a small bank of sight words (e.g., own name, and familiar words such as name, address, push, pull, exit).</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a bank of sight words by reading aloud.</li> <li>• Uses basic sets of oral vocabulary (sight words) in conjunction with photographs and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a broader range of sight words based on concrete, familiar, personally relevant experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a bank of sight words by reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a bank of sight words by reading aloud.</li> </ul>
<i>Uses a picture dictionary</i>				
<ul style="list-style-type: none"> <li>• Uses a picture dictionary to find words.</li> </ul>	<ul style="list-style-type: none"> <li>• Finds words in a picture dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses pictures to find words.</li> </ul>	<ul style="list-style-type: none"> <li>• Finds words in a picture dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Finds words in a picture dictionary.</li> </ul>

# Using the Continuum



Help identify general gaps in literacy skills and strategies that apply to all learners in the class for targeted instruction that best meets learners' needs

## Reading task

### 1 Oral communication

- 2 Developing visual, perceptual skills
- 3 Processing visual information: pictures, symbols, graphs and charts
- 4 Decoding text & recognizing spelling patterns, syllables
- 5 Vocabulary & sight words
- 6 Understanding word order & sentence patterns
- 7 Navigating & understanding text conventions, formats & layouts
- 8 Reading with comprehension fluency & expression
- 9 Reading with social & critical awareness

# Learner Profile 1 (Mehtar - Foundation L)

Each ESL literacy learner is unique and may have specific literacy skills that she or he needs to work on.

**Continuum: Reading Skills Development**

**5 Vocabulary and Sight Word Development**

Instructors may need to offer learners explicit guidance to help ESL Literacy learners acquire the following skills, abilities, and strategies:

Emerging	→	Building	→	Expanding				
<i>Recognizes common words</i>								
<ul style="list-style-type: none"> <li>Recognizes letters and a few common names and words in familiar written communications, by matching component letters, word shapes, and word lengths.</li> <li>Comprehension is aided by realia or by active physical response, as well as by location of word.</li> </ul>		<ul style="list-style-type: none"> <li>Recognizes a small bank of sight words and common textual symbols, such as \$ on a simple pay stub.</li> <li>Identifies a small number of rote phrases (e.g., my name is, I am from, I live in).</li> </ul>		<ul style="list-style-type: none"> <li>Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics.</li> <li>Recognizes sight words and common symbols used to convey negative meaning.</li> </ul>		<ul style="list-style-type: none"> <li>Recognizes a larger bank of sight words /high frequency words (and rote phrases related to everyday, familiar, personally relevant topics).</li> </ul>		<ul style="list-style-type: none"> <li>Recognizes most high frequency sight words, function words, and rote phrases when seen in a different context.</li> </ul>
<i>Develops a sight word bank</i>								
<ul style="list-style-type: none"> <li>Develops a small bank of sight words (e.g., own name, and familiar words such as name, address, push, pull, exit).</li> </ul>		<ul style="list-style-type: none"> <li>Develops a bank of sight words by reading aloud.</li> <li>Uses basic sets of oral vocabulary (sight words) in conjunction with photographs and pictures.</li> </ul>		<ul style="list-style-type: none"> <li>Develops a broader range of sight words based on concrete, familiar, personally relevant experiences.</li> </ul>		<ul style="list-style-type: none"> <li>Develops a bank of sight words by reading aloud.</li> </ul>		<ul style="list-style-type: none"> <li>Develops a bank of sight words by reading aloud.</li> </ul>
<i>Uses a picture dictionary</i>								
<ul style="list-style-type: none"> <li>Uses a picture wall to get oral words.</li> </ul>		<ul style="list-style-type: none"> <li>Begins to use a picture dictionary and/or word wall with a lot of support.</li> </ul>		<ul style="list-style-type: none"> <li>Uses a picture dictionary with support.</li> </ul>		<ul style="list-style-type: none"> <li>Uses a picture dictionary or learner dictionary with support.</li> </ul>		<ul style="list-style-type: none"> <li>Uses a learner dictionary with some support.</li> </ul>



# Learner Profile 1 (Mehar- Foundation level)

Continuum: Writing Skills Development				
Vocabulary and Sight Word Development				
The development of vocabulary along with a good range of sight words supports writing. Instructors may need to consider and offer explicit guidance to ESL Literacy learners in relation to the activities, skills, and strategies in the continuum below.				
Emerging	Building	Expanding	Expanding	Expanding
Use vocabulary and phrases to convey the intended meaning and to express emotions and opinions				
<ul style="list-style-type: none"> <li>• Copies own first name and a few concrete nouns to convey information (e.g., makes a name card for one road food).</li> <li>• Writes own first name to label personal belongings.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes own name and names of familiar people to convey information (e.g., writes a recipient's name on a card).</li> <li>• Copies common, familiar words to describe people, feelings, touch, actions, likes and dislikes.</li> <li>• Begins to learn common words with irregular spelling patterns (e.g., are, have, and you, by rote).</li> </ul>	<ul style="list-style-type: none"> <li>• Uses common, familiar vocabulary to write short, basic sentences to describe people, places, feelings, preferences, and personal opinions.</li> <li>• Begins to have an awareness of the accuracy of own spelling attempts.</li> <li>• Begins to use picture dictionaries to check spelling attempts.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of common, familiar, concrete vocabulary to write sentences and basic paragraphs for a variety of concrete and abstract purposes.</li> <li>• Usually aware of the accuracy of spelling attempts.</li> <li>• Uses picture dictionaries to check spelling attempts.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of common, familiar, concrete vocabulary, and some abstract vocabulary to write sentences and full paragraphs for a variety of relevant purposes.</li> <li>• Recognizes that word choices convey specific meanings and emotions.</li> <li>• Aware of the accuracy of spelling attempts.</li> <li>• Uses an on-line or learning dictionary to check spelling attempts.</li> </ul>
Use vocabulary and phrases to express emotions and opinions				
<ul style="list-style-type: none"> <li>• Draws/likes drawings to express observations (e.g., coloring a cloud symbol darker grey on a cloudy day).</li> </ul>	<ul style="list-style-type: none"> <li>• Writes words to express likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes words and short sentences to express likes and dislikes, emotions, and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes sentences and basic paragraphs to express likes and dislikes, preferences, and emotions.</li> <li>• Uses some idioms to express emotions and mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes sentences and full paragraphs to express likes and dislikes, preferences, emotions, and opinions.</li> <li>• Uses common idioms to express emotions and mood.</li> <li>• Understands that a text can affect the reader's mood and chooses vocabulary and phrases deliberately to create mood.</li> </ul>
Record sight words to support vocabulary development				
<ul style="list-style-type: none"> <li>• Copies and records basic personal information for future use.</li> </ul>	<ul style="list-style-type: none"> <li>• Records new words related to everyday, personally relevant topics (e.g., family, eating in Canada, housing, work) and a few common role phrases (e.g., My name is, I am from) in word books or picture dictionaries for future use.</li> </ul>	<ul style="list-style-type: none"> <li>• Records new words and phrases related to everyday, personally relevant topics in word books, word lists or personal dictionaries for future use.</li> </ul>	<ul style="list-style-type: none"> <li>• Records new words and phrases in word books (with word used in context), lists, or personal dictionaries for future use.</li> </ul>	<ul style="list-style-type: none"> <li>• Records new words and phrases, with example sentences and context used, in personal dictionaries for future use.</li> <li>• Uses resources (dictionaries, peers, instructors) to improve writing.</li> </ul>



What supports would help Maher progress to recognizing and writing an expanded range of sight words?

## Writing Continuum: Strand 5 Vocabulary and Sight Word Development - “Emerging” Stage

- Can copy her name and a few concrete nouns.
- Can copy the words for a few simple food items.
- Next step: continue to copy common familiar words related to other themes and topics.

# Learner Profile 2 (Royar - CLB 2L)

## Writing Continuum: Visual and Motor Skills - “Building” Stage

- Beginning to write in a notebook
- Starting to use a pen to sign his own name.
- Forms all upper and lower case letters, usually in a recognizable form
- Able to write words using mostly lower case letters.
- Next step: forming letters in a more adult-like size.

**Continuum: Writing Skill Development**

Oral Communication to Support Reading and Writing (See page 108)

**Developing Visual/Motor Skills**

ESL Literacy learners need to coordinate fine motor movement with an ability to see at close range. They may not be accustomed to devoting long stretches of time to activities that rely on visual acuity and fine motor skills. Instructors need to be aware of fatigue, and intersperse print-based activities with activities that involve movement (i.e., providing breaks from print-based activities). Instructors may need to consider and offer explicit guidance to help ESL Literacy learners with the abilities and strategies charted below.

There are additional fine motor skills that ESL Literacy learners develop over time, including manipulating digital interfaces, and using classroom manipulatives and tools (e.g., mouse, keyboard, touch screen, stapler, hole punch, thumb tacks). These fine motor skills will be transferable to their working lives in Canada.

Emerging	Building	Developing Visual/Motor Skills	Expanding	
<b>Develops writing postures and uses writing implements</b>				
<ul style="list-style-type: none"> <li>Requires a fixed stable surface like a table, desk, or whiteboard to attempt writing.</li> <li>Uses a variety of mark-making implements with a beginning grasp including a five-finger grip.</li> </ul>	<ul style="list-style-type: none"> <li>Requires a fixed stable surface like a table, desk, or whiteboard to write with a measure of control.</li> <li>Attempts to use pencils with a mature grasp.</li> <li>Uses standard pencils for most writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to write in a notebook or booklet on own lap.</li> <li>Uses writing implements with a mature grasp.</li> <li>Begins to use pens to copy information into simple forms or sign own name.</li> <li>Applies more consistent and appropriate pressure on writing implements.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to write in a notebook or booklet using non-dominant hand as the stabilizing surface.</li> <li>Uses writing implements with a consistent, mature grasp.</li> <li>Begins to use pens to copy final drafts of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Writes with control on various horizontal and vertical surfaces.</li> <li>Uses a large variety of writing, drawing, and coloring implements with ease and greater automaticity.</li> <li>Chooses between pens, pencils or word processing for writing tasks and begins to understand when each is appropriate.</li> </ul>
<b>Forms letters, numbers, and spaces</b>				
<ul style="list-style-type: none"> <li>Forms the letters of own name legibly.</li> <li>Forms all upper case letters and most lower case letters from a model, for interpretation by a familiar supportive reader.</li> <li>Forms most of the numbers from 1 to 30 from a model, for interpretation by a familiar supportive reader.</li> <li>Forms letters and numbers in large, inconsistent sizes.</li> <li>Forms words with mixture of upper and lower case letters.</li> <li>Attempts to use a guideline to guide name</li> </ul>	<ul style="list-style-type: none"> <li>Writes all upper and lower case letters in recognizable forms.</li> <li>Forms all of the numbers from 1 to 30 in a recognizable form.</li> <li>Forms letters and numbers in large, more consistent sizes and with more consistent order of formation.</li> <li>Forms words mainly in lower case letters, but with some mixture of upper case.</li> <li>Uses a line to guide writing, with errors for hanging letters.</li> <li>Writes with inconsistent spacing between words.</li> </ul>	<ul style="list-style-type: none"> <li>Forms letters and numbers in a recognizable form.</li> <li>Forms letters in a more consistent and more adult-like size.</li> <li>Uses lower case letters exclusively, unless there is need for upper case.</li> <li>Forms elements in a more adult-like size.</li> <li>Begins to use guidelines, boxes and other devices to contain writing.</li> <li>Begins to write words or short phrases in a straight line without guidelines.</li> <li>Writes with consistent but larger than normal spacing between words.</li> </ul>	<ul style="list-style-type: none"> <li>Forms letters and numbers with greater automaticity.</li> <li>Uses lower case letters exclusively, unless there is a need for upper case.</li> <li>Forms letters in a consistent, adult-like size.</li> <li>Begins to develop own writing style.</li> <li>Uses guidelines, boxes and other devices to contain writing, with some attention to adjusting size for the space allotted.</li> <li>Begins to write single sentences in a straight line without guidelines (e.g., a sentence-level greeting).</li> </ul>	<ul style="list-style-type: none"> <li>Forms letters and numbers with automaticity.</li> <li>Uses lower case letters exclusively, unless there is a need for upper case.</li> <li>Forms letters in a consistent, adult-like size.</li> <li>Develops own handwriting style and may begin slanting or connecting letters.</li> <li>Can vary writing size and line spacing depending on context.</li> <li>Begins to write multiple straight lines of connected text without guidelines (e.g., a greeting card).</li> </ul>



# Learner Profile 2 (Royar - CLB 2L)

## Recognizes symbol, signs and colour coding

- Recognizes and names sets of familiar pictures and a few symbols of concrete nouns.
- Recognizes and names a few community-based symbols for concrete items (e.g., telephone symbol above a phone booth).
- Understands that maps represent the locations of real places on a smaller scale.
- Uses a key to understand less common symbolic information on a map.
- Recognizes and understands the significance of a few common workplace, community and school symbols (e.g., arrows on a fire escape floor plan).
- Recognizes instructional symbols used in instructor-made worksheets.
- Recognizes and understands the significance of an increased number of common workplace, community and school symbols (e.g., on medication labels).
- Recognizes some commonly-shared archetypal symbols such as: emoticons; stick figures; animal, house and floral symbols (e.g., in ads, flyers).
- Uses a key or legend to understand less common symbolic information on a more complex map.
- Interprets meaning of visual pictorial/ symbolic information in more complex diagrams, maps, graphs, etc.
- Differentiates a number of emoticons (e.g., in text messages).
- Differentiates and categorizes a number of common community signs (e.g., no-smoking, traffic, medical).
- Recognizes and understands the significance of a few common workplace, community and school symbols (e.g., arrows on a fire escape floor plan).
- Recognizes instructional symbols used in instructor-made worksheets.
- Recognizes and understands the significance of a few common workplace, community and school symbols (e.g., on medication labels).
- Recognizes some commonly-shared archetypal symbols such as: emoticons; stick figures; animal, house and floral symbols (e.g., in ads, flyers).
- Uses a key or legend to understand less common symbolic information on a more complex map.
- Interprets meaning of visual pictorial/ symbolic information in more complex diagrams, maps, graphs, etc.
- Differentiates a number of emoticons (e.g., in text messages).
- Differentiates and categorizes a number of common community signs (e.g., no-smoking, traffic, medical).

## Reading Continuum: Strand 3: Processing Visual Representations – “Emerging Stage”

- Royar struggles to read maps and formatted texts in general.

Looking at the literacy Continuum descriptors, what supports would help Royar strengthen his ability to read and use formatted texts?

Continuum: Reading Skills Development		
Processing Visual Representations (pictures, symbols, graphs, charts)		
Emerging	Building	Expanding
<p><b>Uses personally relevant photos and pictures</b></p> <ul style="list-style-type: none"> <li>Matches realia items to corresponding personal photos.</li> <li>Relates a simple line drawing or photo to a personally-experienced event.</li> <li>Uses a personalized photograph or simple line drawing to recall an experienced event.</li> </ul>	<p><b>Uses photos and realistic drawings to make predictions about text, and in the comprehension of simple, personally relevant text, and create and re-tell stories.</b></p> <ul style="list-style-type: none"> <li>Uses photos or realistic drawings to make predictions about, re-tell, and help interpret text.</li> <li>Uses a picture to identify known words and generate new vocabulary.</li> <li>Labels pictures to aid retention of the new vocabulary.</li> </ul>	<p><b>Uses photos, realistic or stylized drawings and symbols to make predictions and re-tell or explain text.</b></p> <ul style="list-style-type: none"> <li>Begins to make inferences about photos or realistic drawings.</li> </ul>
<p><b>Recognizes symbol, signs and colour coding</b></p> <ul style="list-style-type: none"> <li>Recognizes and names sets of familiar pictures and a few symbols of concrete nouns.</li> <li>Recognizes and names a few community-based symbols for concrete items (e.g., telephone symbol above a phone booth).</li> <li>Understands that maps represent the locations of real places on a smaller scale.</li> <li>Uses a key to understand less common symbolic information on a map.</li> </ul>	<p><b>Recognizes and understands the significance of a few common workplace, community and school symbols (e.g., circle with a line through it).</b></p> <ul style="list-style-type: none"> <li>Uses landmarks and a legend to understand less common symbolic information on a map.</li> <li>Begins to interpret meaning of visual pictorial/ symbolic information in more complex diagrams, maps, graphs, and charts.</li> <li>Identifies a few different symbolic representations of the same concrete phenomenon (e.g., identifies a variety of phone or playground symbols).</li> <li>Begins to use colour to differentiate symbols (e.g., green for permission, red for prohibition).</li> </ul>	<p><b>Recognizes and understands the significance of an increased number of common workplace, community and school symbols (e.g., on medication labels).</b></p> <ul style="list-style-type: none"> <li>Recognizes some commonly-shared archetypal symbols such as: emoticons; stick figures; animal, house and floral symbols (e.g., in ads, flyers).</li> <li>Uses a key or legend to understand less common symbolic information on a more complex map.</li> <li>Interprets meaning of visual pictorial/ symbolic information in more complex diagrams, maps, graphs, etc.</li> <li>Differentiates a number of emoticons (e.g., in text messages).</li> <li>Differentiates and categorizes a number of common community signs (e.g., no-smoking, traffic, medical).</li> </ul>

# Taking It Slowly

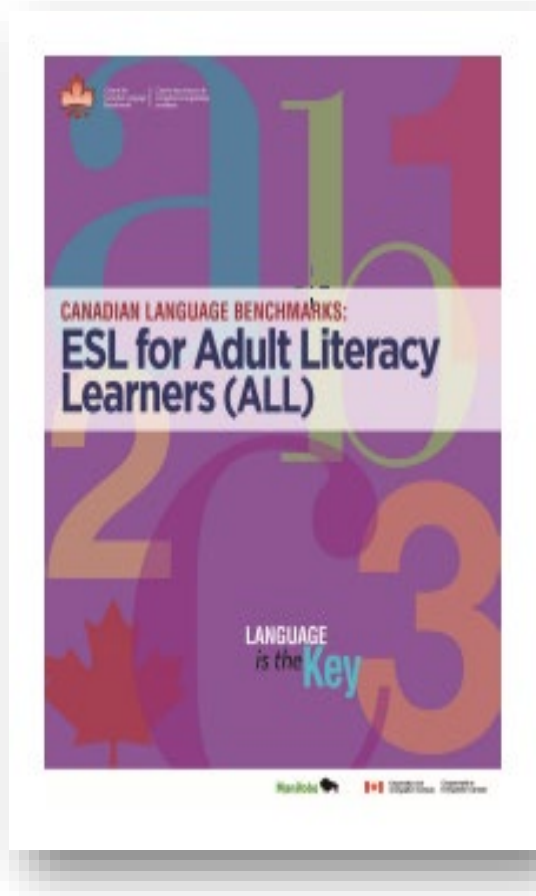


Movement through the Continuum takes a considerable amount of repetition, practice, and time.

Focus on a few items within a few strands at a time.



# Breakout Group Activity *Handout* – Learner Profile 3

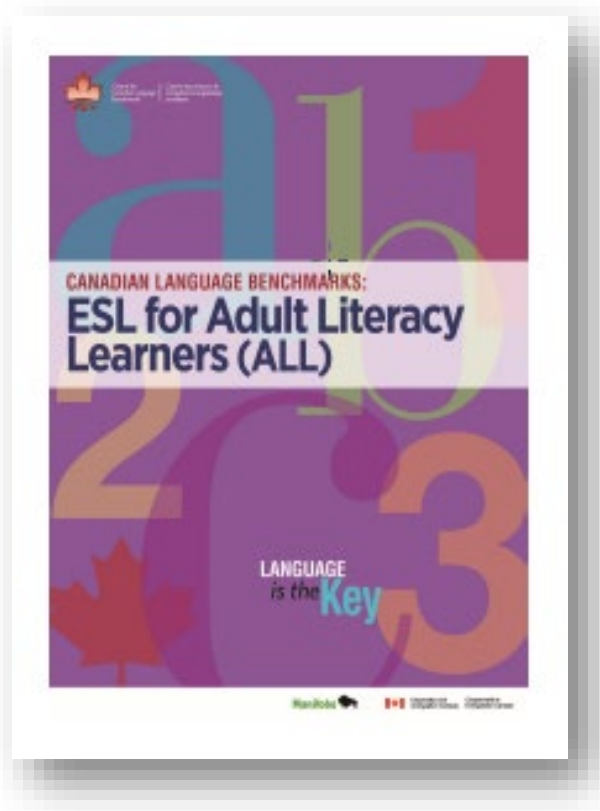


Reading Continuum pp. 106-123

Overview: Using the ***Breakout Group Activity Handout***, match the profiles of a learner's reading ability to the descriptors in the ***Reading Continuum***. (10 minutes)

- In your breakout group have one member read out the Learner Profiles from the ***Activity Handout***.
- Use the ***Reading Continuum*** attachment to find the applicable Reading Strand, Sub-strand, Degree (Emerging/ Building/ Expanding) plus the actual skill descriptor in the Continuum.
- Have one group member record your group's answers in the chat.
- If you finish up the profiles, think about some literacy supports to help the learner progress to the next skill level (Emerging/ Building/ Expanding).

# Breakout Group Activity – Answer Key



2.

**Reading Strand:** (4) Decoding Text and Recognizing Spelling Patterns Syllables,

**Sub-strand:** *Onset-rime*

**Degree:** Building →

**Skill:** • Recognizes, substitutes, and categorizes more complex onset and rime representations in familiar words (e.g., right, sight, night, light; blew, chew, knew; thr-ow, thr-ee, thr-oat).

**Sub-strand:** *Individual sound-symbol correspondence* **Degree:** Building

**Skill:** • Attends to first, medial, and final letters and corresponding sounds when guessing familiar longer words in context

3.

**Reading Strand:** (2) Developing Visual/Perceptual Skills

**Sub-strand:** *Textual discrimination*

**Degree:** Building

**Skill:** • Differentiates easily and immediately between similar lower-case letters. • Recognizes the same text in different Sans serif and serif block letter fonts.

**Sub-strand:** *Textual discrimination*

**Degree:** Building →

**Skill:** • Identifies periods and spaces between sentences to discriminate breaks in wrap-around text

4.

**Reading Strand:** (9) Reading with Social and Critical Awareness

**Sub-strand:** *Recognizes the purpose and intentions of various texts*

**Degree:** Building →

**Skill:** • Skims and scans to identify the purpose of the text.

5.

**Reading Strand:** (1) Oral Communication to Support Reading and Writing

**Sub-strand:** *Acquires, develops and expands vocabulary to support reading and writing*

**Degree:** Building →

**Skill:** • Answers orally more complex questions about a text (e.g., yes/no or WH questions) to show comprehension and expand vocabulary

# Additional Literacy Supports

- Oral Communication
- Learning Skills and Strategies
- Numeracy Skills
- Digital Literacy Skills
- Socio-linguistic Awareness

## Approaches and Supports



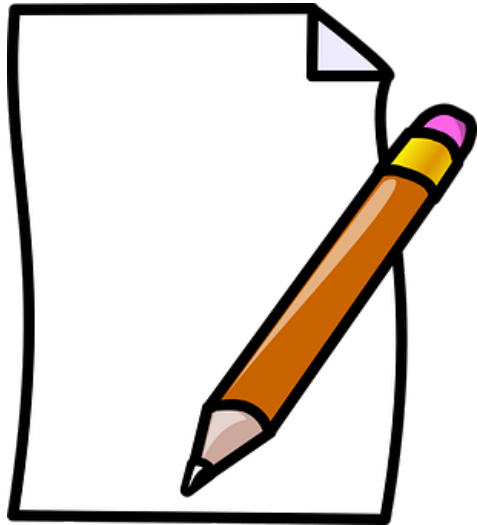
### An Approximate Progression of Skills and Strategies

The table below is organized across three columns, which represent an approximate continuum, indicating progression of sociocultural understanding in a very general way:

- Emerging: Awareness is just beginning to surface
- Building: Awareness is beginning to provide a foundation for authentic communication
- Expanding: Awareness is becoming part of a learner's day-to-day negotiation of meaningful tasks

Sociocultural Knowledge		
Emerging →	Building →	Expanding →
<b>Sociocultural Understanding</b>		
<p>Begins to develop culture awareness:</p> <ul style="list-style-type: none"> <li>• Brings past experiences into the classroom.</li> <li>• Identifies that cultural differences may cause some learners to feel alienated (e.g., “feel like a child here.” The parent/child relationship tends to become reversed with the children translating and connecting with English speakers).</li> <li>• Becomes aware of differences between home culture and Canada (e.g., the importance of literacy for employment, what is considered late, appropriate dress for school and work).</li> <li>• Recognizes but feels uncomfortable when dealing with a culture clash,</li> </ul>	<p>Reflects on differences between cultures in the classroom, including Canadian culture:</p> <ul style="list-style-type: none"> <li>• Participates and contributes to a sharing of cultural knowledge on ‘how things are done in my culture’ (e.g., shopping for food, teaching children, speaking with the boss, choosing appropriate topics for study or small talk).</li> <li>• Begins to recognize that values and beliefs can differ widely between cultures.</li> <li>• Recognizes that the everyday behaviours of Canadians may be different from own (e.g., politeness conventions such as smiling at strangers, banking procedures, credit</li> </ul>	<p>Begins to accept and adapt to new culture in school, community and work:</p> <ul style="list-style-type: none"> <li>• Recognizes that culture is a part of language (i.e. range of sociocultural elements in text – appropriateness of certain word usage, register, politeness and tone).</li> <li>• Understands that it is acceptable to have different values and beliefs but understands the consequences of breaking Canadian law.</li> <li>• Recognizes that to become a social participant in Canadian culture, one has to conform in a community or work setting.</li> <li>• Begins to think critically about culture and make decisions independently, perhaps integrating or accepting</li> </ul>

# Additional Literacy Supports



## Approaches and Supports



The end of the continuum (expanding) recognizes that learners are still developing numeracy skills and strategies, but it represents a stage at which learners can complete communicative tasks relevant to Canadian Language Benchmarks Stage I level of proficiency that involve basic numerical information.

Numeracy		
Emerging →	Building →	Expanding →
<b>Number Concepts</b>		
<ul style="list-style-type: none"> <li>Identifies, reads and copies simple whole numbers and ordinal numbers related to immediate personal contexts (e.g., address, phone number, date, bus number, apartment floor), with assistance.</li> <li>Counts small amounts, 0-10 (e.g., number of oranges).</li> <li>Orders and compares small quantities (e.g., 10 is larger than 3, number of</li> </ul>	<ul style="list-style-type: none"> <li>Identifies, reads and writes, counts, orders and compares whole numbers (e.g., 1-100) related to immediate personal contexts.</li> <li>Identifies simple fractions for some common contexts (e.g., half an hour, half a cup of sugar, 1/4).</li> <li>Understands the concept of a percentage as part of a whole.</li> <li>Identifies and uses common</li> </ul>	<ul style="list-style-type: none"> <li>Identifies, reads and writes, counts, orders and compares large numbers related to relevant personal contexts (amount of money in the bank, population of a city, prices on a utility bill).</li> <li>Compares common fractions, decimals and percentages in real life contexts (e.g., biggest discount, correct size wrench).</li> </ul>

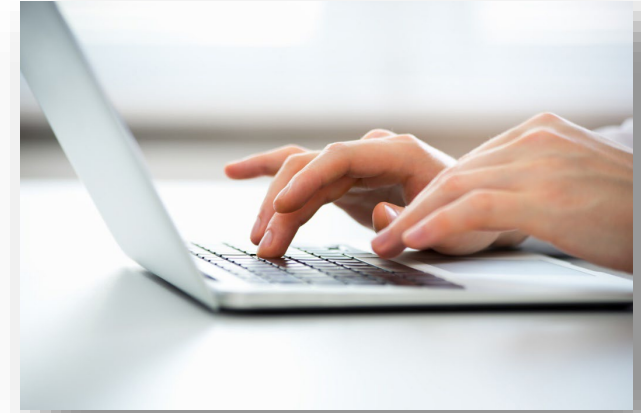
# Additional Literacy Supports



**Oral Communication**



**Numeracy**



**Digital Literacy**



**Learning Strategies**



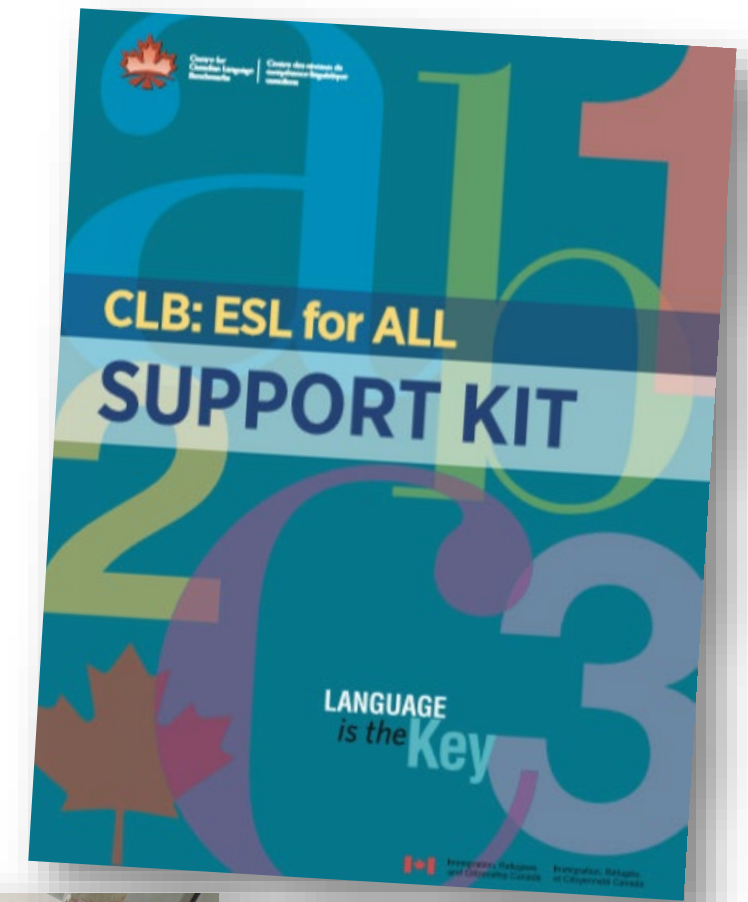
**Socio-linguistic Awareness**

# ESL for ALL Support Kit

pp. **46-53** ESL for ALL Support Kit: tips and strategies for incorporating Literacy supports into lesson planning

Podcast with tips and strategies for incorporating digital literacy into lessons





Digital Literacy Lesson Plan pp. **163-169**



# Setting Goals and Tracking Progress

Foundation L *(to be completed together with the instructor)*

Name: \_\_\_\_\_ Date: \_\_\_\_\_




 <b>Reading Skills</b>	<b>Beginning</b> 	<b>On my way</b> 	<b>Success (Date)</b> 
Recognize letters of the alphabet in upper case	✓	✓	May 7
Recognize letters of the alphabet in lower case			
Read numbers from 1-10	✓		
Read numbers from 1-20			

# Tracking Additional Skills and Strategies

## Learning Strategies Tracking Form

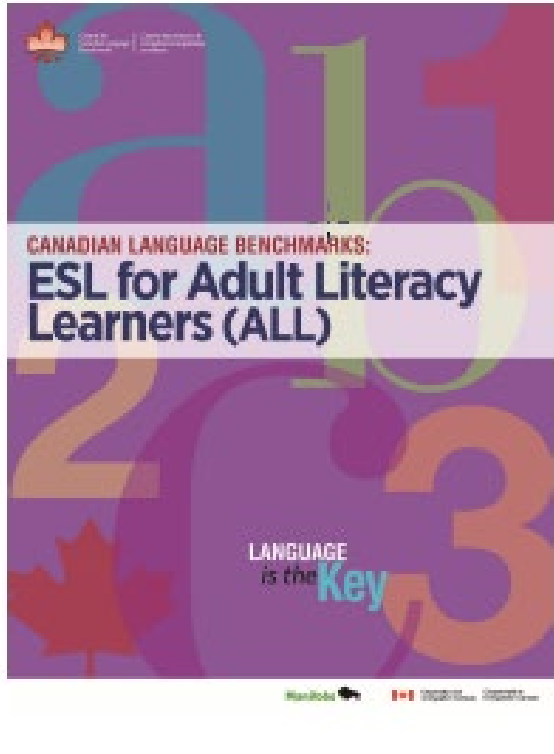
*to be completed together with the instructor*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Manage Learning</b> <small>*(Emerging stage of the Continuum)</small>	<b>Beginning</b> 	<b>On my way</b> 	<b>Success (Date)</b> 
Set learning goals			
Bring learning materials to class			
Work at home			
Keep a learning portfolio			
Ask for help			



# The ESL for ALL Document



## Approaches and Supports

### An Approximate Progression of Skills and Strategies

The following table suggests a progression of skills, knowledge, and strategy development that is appropriate to ESL instruction and offers ideas on how to integrate these into planning and formative assessment. These skill and strategy descriptors do not relate to any level of literacy or language ability, but are progression points that can help in setting learning targets and observing learner progress.

The learning strategies presented in the table are organized across three columns, which represent an approximate progression in a very general way:

- **Emerging:** A skill is just beginning to surface
- **Building:** A skill is beginning to provide a foundation for authentic communication
- **Expanding:** A skill is becoming part of a learner's day-to-day negotiation of meaningful tasks

The end of the continuum (expanding) recognizes that learners are still developing learning skills and strategies, but can apply common learning strategies relevant to Canadian Language Benchmarks Stage 1 level of proficiency.

Emerging →	Building →	Expanding →
<p><b>Managing Learning</b></p> <ul style="list-style-type: none"> <li>• Begins to form and pursue meaningful learning goals.</li> <li>• Brings learning materials, such as notebook, writing tools, glasses to class.</li> <li>• Works at home in constructive ways, such as rereading papers from school, copying or learning to spell new words.</li> <li>• Manages information (e.g., organizing warning materials, keeping track of important documents and information, writing down important names, phone numbers, and pieces of information, leaving a new word log).</li> <li>• Knows when to access help (e.g., telling the instructor when something is not understood).</li> <li>• Identifies many ways to learn (e.g., in groups, instructor-led, learner-led, conversation, with paper, with activities, field trips) and begins to identify how each can contribute to literacy development.</li> <li>• Uses first language as a compensatory strategy for understanding and/or production.</li> </ul>	<ul style="list-style-type: none"> <li>• Starts to engage in more conceptual management and metacognitive understandings, but closely related to a tangible support.</li> <li>• Inquires and asks questions.</li> <li>• Manages time (e.g., reading a schedule, using a calendar, planning for appointments and school holidays).</li> <li>• Manages information (e.g., recognizing the significance of personal documents and then keeping track of them).</li> <li>• Prioritizes learning tasks.</li> <li>• Takes risks and makes mistakes to learn (e.g., guessing using context clues).</li> <li>• Experiences many ways to learn (e.g., in groups, instructor-led, learner-led, conversation, with paper, with activities, field trips) and begins to identify how each can contribute to literacy development.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies conceptual management of learning and plans learning.</li> <li>• Sets and manages short and long term goals.</li> <li>• Manages time (e.g., arriving on time for class, and staying focused on a task to complete it).</li> <li>• Manages information (e.g., organizing papers in binder, evaluating papers and knowing which ones are important).</li> <li>• Knows how to gain access to a variety of materials, resources and learning opportunities both on paper and online.</li> <li>• Researches online (e.g., Google) to find an answer to a problem or question.</li> <li>• Uses different approaches to learn in strategic ways (e.g., identifies what kind of learning experience is most helpful for different projects).</li> </ul>

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## Reading CLB 1L



### What it Means for a Learner to be at Reading CLB 1L

Literate ESL Learner Ability CLB 1*	ESL Literacy Learner Ability CLB 1L
<p><b>The learner can:</b></p> <ul style="list-style-type: none"> <li>• Recognize letters, numbers, a small number of words and very short, simple phrases related to everyday objects and immediate needs.</li> </ul> <p><b>When the text is:</b></p> <ul style="list-style-type: none"> <li>• Limited to everyday words and phrases</li> <li>• Clear, sparse and very easy to read</li> <li>• Supported by visual clues (e.g., pictures)</li> <li>• Very short</li> <li>• Is non-demanding contexts</li> </ul> <p><b>Demonstrating these strengths and limitations:</b></p> <ul style="list-style-type: none"> <li>• Finds a few key words and simple details</li> <li>• Has little ability to apply sound-symbol relationships and spelling conventions</li> <li>• Has almost no ability to decode unknown words, read connected discourse or guess the meaning of unknown words</li> <li>• Relies heavily on graphics and other visual clues when interpreting meaning</li> <li>• Relies heavily on a bilingual dictionary due to extremely limited vocabulary</li> </ul>	<p>A learner at CLB 1L can express many of the surface abilities shown on the left but does not have the same underlying knowledge, concepts and strategies as a literate learner.</p> <p><b>The ESL Literacy learner:</b></p> <ul style="list-style-type: none"> <li>• Does not have reading concepts from first language to transfer and apply to language learning</li> <li>• Has very few strategies for learning or may lack confidence to apply strategies</li> <li>• Relies heavily on a predictable routine context</li> <li>• Is beginning to understand that print conveys meaning and can be related to oral text</li> <li>• Needs oral language development to support the learning of reading concepts</li> <li>• Needs visual clues to be very clear, simple and familiar</li> <li>• Shows some understanding of letter-sound correspondence</li> <li>• May guess words based on their context using the first letter and the word shape as clues</li> <li>• May tend to memorize content and then appear to be "reading" aloud</li> <li>• Requires extra white space, large font (16 point) and often needs numbered sentences</li> <li>• Has almost no ability to use a picture dictionary</li> <li>• Reads and sounds out a word slowly</li> <li>• Vocabulary is generally limited to "survival" words exposed to regularly</li> <li>• Often does not recognize a change in purpose of text</li> </ul>

\*Note: This is the CLB 3 Profile of Ability, reproduced from the Canadian Language Benchmarks.

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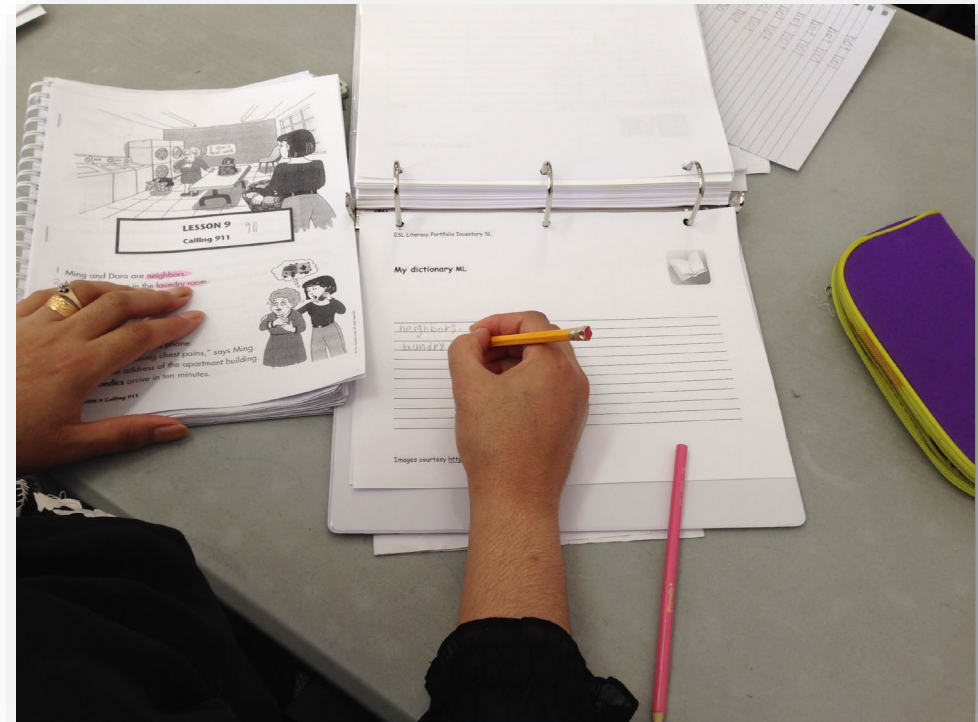
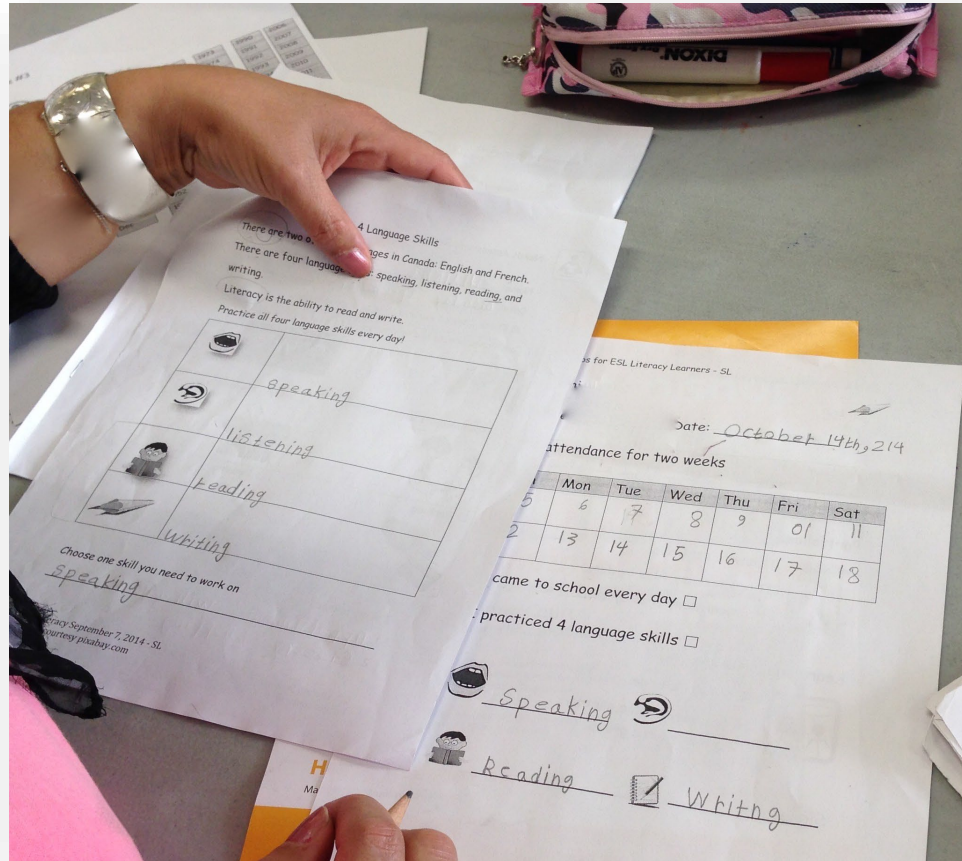
## Continuum: Reading Skills Development

### Processing Visual Representations (pictures, symbols, graphs, charts)

The use of a variety of figurative, symbolic, and colour-coding elements helps support the growing understanding that abstractions on the page convey meaning. Visual representations can be a bridge between meaning-making grounded in experience and meaning-making using print. They also support and enhance print-based meanings, and are useful to help communicate information. Instructors may need to offer learners explicit guidance to acquire the following skills, abilities, and strategies.

Emerging →	Building →	Expanding →
<p><b>Uses personally relevant photos and pictures</b></p> <ul style="list-style-type: none"> <li>• Matches realia boxes to corresponding personal photos.</li> <li>• Makes a simple line drawing or photo to a personally experienced event.</li> <li>• Uses a personalized photograph or simple line drawing to recall an experiential event.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses photos and realistic drawings to make predictions about, text, and help interpret text.</li> <li>• Uses a picture to identify known words and generate new vocabulary.</li> <li>• Labels pictures to aid retention of the new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses photos, realistic or stylized drawings and symbols to make predictions and read or explain text.</li> <li>• Begins to make inferences about photos or realistic drawings.</li> </ul>
<p><b>Recognizes symbol, signs and colour coding</b></p> <ul style="list-style-type: none"> <li>• Recognizes and names sets of familiar pictures and a few symbols of concrete nature.</li> <li>• Recognizes and names a few commonly-based symbols for concrete items (e.g., telephone symbols above a phone booth).</li> <li>• Understands that map represents the location of real places on a smaller scale.</li> <li>• Uses a key to understand less common symbolic information on a map.</li> <li>• Recognizes and understands the significance of a few common workplace, community and school symbols (e.g., arrows on a fire escape floor plan).</li> <li>• Recognizes conventional symbols used in instruction for realia worksheets.</li> <li>• Begins to identify concrete symbols elsewhere in common signs (e.g., a no-smoking sign, a cigarette sign).</li> <li>• Begins to differentiate a small number of emoticons (e.g., happy vs sad face).</li> <li>• Uses a color-coded map to find a personally relevant location (e.g., area of city/town where learner lives and goes to school).</li> <li>• Uses a key to understand less common symbolic information on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and understands the significance of some common workplace, community and school symbols (e.g., ticks with a line through it).</li> <li>• Uses landmarks and a legend to understand less common symbolic information on a map.</li> <li>• Begins to interpret meaning of visual pictorial/symbolic information in more complex diagrams, maps, graphs, and charts.</li> <li>• Identifies a few different symbolic representations of the same concrete phenomenon (e.g., identifies a variety of phrase or playground symbols).</li> <li>• Begins to use colour to differentiate symbols (e.g., green for permission, red for prohibition).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and understands the significance of an increased number of common workplace, community and school symbols (e.g., on a road sign).</li> <li>• Recognizes some commonly shared architectural symbols such as emoticonic stick figures, animal, house and floral symbols (e.g., in ads, flyers).</li> <li>• Uses a key or legend to understand less common symbolic information on a more complex map.</li> <li>• Interprets meaning of visual pictorial/symbolic information in more complex diagrams, maps, graphs, etc.</li> <li>• Differentiates a number of emoticons (e.g., in text messages).</li> <li>• Differentiates and categorizes a number of common community signs (e.g., no-smoking, traffic, medical).</li> </ul>

# Conclusion



Achievement in small, incremental steps is the natural progression of literacy skills development.

# CCLB Resources



[www.Language.ca](http://www.Language.ca)

[CLB: ESL for ALL](#)

[CLB: ESL for ALL Support Kit](#)

[The CCLB Literacy Diagnostic Tasks](#)

CLB Training on [E-Learning site](#)

# Other Resources



- The CCLB [Multi-Level Modules Page](#) – house the word documents and PDF files. Organized by theme, level and topic.
- [Tutela CCLB Collection](#) – Hold all CCLB module packages, H5P files and CCLB Resources
- [Avenue.ca](#) (Note: teachers need to be registered by their administrator and then are provided with a mentor and login)

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# Q & A

Since we have some time, we can take your questions now.



# For more information, contact the Centre for Canadian Language Benchmarks (CCLB)

Thank  
you!



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